DOCUMENT RESUME

ED 169 003 SP 013 997

TITLE	Organizing Intergrade Tutoring (Two Semester Hour Course: Ed 514R 21). Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jun 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Cross Age Teaching; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; Peer Teaching; Teaching Techniques; *Tutoring

ABSTRACT

The learning module described is designed for the use of teachers interested in implementing or improving a student tutoring program. The content of the module is outlined, and the activities and resources involved in its use are described. A critique of the module is presented, and ordering information is included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169003

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: ORGANIZING INT

Publication Date(s):

Intended Users:

Grade Level(s):

Number: Individual

Primary Focus: T
an instruction
instructional
is an answer t

School subject(s) and/or in-service topic(s) covered:

All facets involved in
examined. Examples of
selecting student tuto
prescriptions and main
detailed listing.)

the implementation of a student tutoring program are
such necessary steps are as follows: pretesting students;
s; training student tutors; making instructional
aining student profile sheets. (See 2.0 for a more

What participant does in using the materials:

The participant comple
in accordance with the
portion of the text,
of material learned, f
to the instructor for

es the lessons (14) at the accepted minimum criteria level,
grade s/he desires. A typical lesson includes reading
answering questions, recording a practical application
lling in a criteria check sheet -- all of which is sent
valuation.

Resources: Materia
except for the text wh
cassette tape recorder
where practical applica
student tutors are need
course is designed for
tion without enrollment

l for this course is contained within the given packet,
h must be ordered separately from the EPD bookstore. A
and several blank tapes are needed for some of the lessons
tion is evaluated. For this purpose several potential
as subjects for the participant to instruct. This
individual participation. Individuals who desire informa-
could use the text as reference material.

Describer critique: This course gives step-by-step directions to the implementation and improvement of a tutoring system using older students as tutors for younger children. Dr. Harrison provides a detailed, comprehensive program for the selection and training of student tutors (with explicit examples and instructions). This product represents the research and basic philosophy of the author, which may make it unacceptable to some persons -- particularly those who object to the use of student tutors -- a feasible aid to the problem of increased class size and restrictive budgets.

SP013 997

B. In-Depth Information

1.0 PURPOSES:

The developer offers this explanation of the product's purpose:

"Interstate tutorial programs at the elementary grade level appear to have great potential for supplementing and improving instruction in the primary grades. Studies have shown that with appropriate training and adult supervision, upper-grade elementary students are as effective as tutors. It has been demonstrated that the learning gains are primarily dependent upon the way the tutor interacts with the learner and unless this interaction is specified and controlled, there seems to be little advantage in having students tutor other students. Studies have revealed that adequate controls be maintained so that significant learning gains were consistently achieved. In other words, 'individualizing' instruction is of limited value unless the instruction is systematized."

Acting on this rationale, "this particular course is designed to assist teachers in organizing an instructional system that uses students as tutors in teaching other students instructional objectives; where the desired response for a single stimulus is an answer that is based on straight recall." A detailed program for training primarily upper grade elementary students as tutors is outlined in this course. The inferred, desired outcome is increased use of student tutors who have been sufficiently trained to provide instruction.

2.0 CONTENT — Scope and Sequencing of Topics:

This manual (and course) is designed to assist a teacher in organizing an integrated tutoring program, in which student tutors teach (drill) students instructional objectives that require the student to give a specific answer to a designated stimulus. The specific topics covered consist of the following:

1) Selection of instructional objectives
2) Devising appropriate pretesting procedures
3) Pretesting students
4) Maintaining student profile sheets
5) Preparing and organizing instructional materials
6) Designing tutor log and tutor assignment sheets
7) Selecting student tutors
8) Training student tutors
9) Making instructional prescriptions
10) Scheduling student tutors
11) Monitoring student tutors
12) Systematic review of prescriptions previously mastered
13) Post-testing

A step-by-step process is outlined, which takes the teacher through all phases of training student tutors.

This course is totally self-contained and should be completed in the specific order given. For a more comprehensive analysis of student tutoring, the participant may want to enroll in the other two tutoring courses prepared by Grant Von Harrison, Ed. 514R (20) and Ed. 514R (22)

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The participant is required to complete each lesson and send it in for evaluation by an instructor. A typical lesson (lesson #7, "Introducing First Tutoring Session") would require the following:

The participant is asked to read the outline provided in "Tutor Training Manual," and to do the assignment given in the assignment pad. The participant also turns in a tape interviewing the practical application of the knowledge learned. The participant sends answers to questions, tape and criteria check sheet for lesson #7 to instructor for evaluation. S/he evaluates and responds, informing participant if his/her work met minimal criteria. "Your final grade will be based on how many lessons you have met the minimal criteria for, not a score on a final test."

3.2 Help given in use of product:

All instructions for the course itself are contained in the 22-page manual (spirally bound). Knowledge of the subject area is contained in the text, How to Organize An Intergrade Tutoring Program in an Elementary School, ordered separately from BYU Bookstore. A paper pad included with the manual contains both assignments and profile sheets explained in the booklet. A paper pad of home study forms for general information and clerical organization purposes is also included with the manual, ordered through BYU Home Study.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

"For each lesson in the course, the behavioral objectives are specified and the minimal criteria that will be accepted as evidence of mastery of the objectives are also specified. Your final grade will be based on how many lessons you have met the minimal criteria for, not a score on a final examination. You will not receive a grade for this course unless you submit the assignments for each lesson in the course."

A	Minimal criteria on fourteen lessons
A-	Minimal criteria on thirteen lessons
B+	Minimal criteria on twelve lessons
B	Minimal criteria on eleven lessons
B-	Minimal criteria on ten lessons
C+	Minimal criteria on nine lessons
C	Minimal criteria on eight lessons
C-	Minimal criteria on seven lessons
D+	Minimal criteria on six lessons
D	Minimal criteria on five lessons
D-	Minimal criteria on four lessons
F	Minimal criteria on three or fewer lessons

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

This course is designed to be completed on an individual basis. All necessary materials are contained in the packet ordered from BYU Home Study, with the exception of the text, How to Organize An Intergrade Tutoring Program in an Elementary School, to be ordered from BYU Bookstore. A cassette tape recorder and several blank cassette tapes are needed for some of the lessons. These lessons also require the attendence of several student tutors so that the instructor may demonstrate his/her ability. If the participant does not have access to a cassette tape recorder, a reel-to-reel recorder may be used. Completion of the course grants two semester hours of credit. Although designed as a Home Study Course, the text could be used separately by those requesting general information without wishing to enroll.

5.2 Distributor name/address:

Brigham Young University Home Study
210 HRCR-BYU
Provo, UT 84620

Attn: Ron Malan
(801) 374-1211 Ext. 4044

Brigham Young University Bookstore
Brigham Young University
Provo, Utah 84602

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ORGANIZING INTERGRADE TUTORING Ed 514R Section 21 tuition and packet	$49.00	No	1/participant	Each new participant must registe
HOW TO ORGANIZE AN INTERGRADE TUTORING PROGRAM IN AN ELEMENTARY SCHOOL text	$10.00 (approx.)	No	1/participant	Yes

Note: "Refund policy: Up to 30 days, full refund minus $10.00 (for handling and processing); Beyond 30 days, an additional 3% per working day is deducted."

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Dr. Grant Von Harrison "received his B.A. degree from Brigham Young University in 1962; his M.A. degree from Adams State College, Alamosa, Colorado in 1965; and his Ph.D. degree in product research from UCLA in 1969. Dr. Harriason worked as a project associate and consultant for the Institute for Educational Development in El Segundo, California. He was also a human factors analyst with the Stystem Development Corporation in Santa Monica, California." He is currently an Assistant Professor of Graduate Education at Brigham Young University and is "widely known as an expert in the tutorial field. He had developed several tutorial systems designed to utilize students as tutors for younger children, and he is the author of numerous publications examining tutoring methods."

6.2 How developed and when:

Over the past four years Dr. Harrison "has conducted a series of studies dealing with the use of paraprofessionals and non-professionals as tutor supervisors... The prime focus of his work has been the validation of specific tutoring techniques and tutor-training procedures. In the last two years, as a result of numerous school districts adopting programs designed by the author, the author has had an opportunity to investigate various approaches in organizing student tutoring programs. The procedures specified in this manual (and the development of the course) are based on the findings of the research conducted by the author. The specific tutoring techniques described in the manual have been validated in several replicated experiments." Text, How to Organize An Intergrade Tutoring Program In An Elementary School, was copyrighted in 1971, as were the course materials.

6.3 Evidence of effectiveness with users:

As mentioned above, this product was field tested in the schools prior to its development into a Home Study Course. No particular information was offered as to what parts of the course were found to be more or less effective among those participating in the field test.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This course gives step-by-step directions for the use and improvement of student tutoring techniques in the classroom. This topic is extremely applicable to most classrooms due to large class size and restrictive budgets. Harrison presents the teacher with a specific training method utilizing older students as tutors for younger children. The basic principles described could be adapted to include older elementary children and junior high students as the subjects of tutored instruction. The technical quality of the course is excellent -- material is well organized, adequately explained, compact, and the print is easy to read. Teachers not interested in the actual home study course would still find the text useful and totally self-contained.

Content accuracy/social fairness/community acceptance issues:

The content presented represents Harrison's view of a proper tutoring program and is accurate when this viewpoint is taken. Some community persons may disagree with Harrison's basic assumptions and arguments, therefore wishing to search for a program in alignment with their particular beliefs (i.e., teachers who find Behavior Modification objectionable may differ in instructions given to tutors). Teachers who oppose the idea of student-tutors may not find this course as appropriate for their needs as a course examining an adult-tutoring process. There does not appear to be any race or sex bias, although some community persons may object to the continued use of "he" in reference to the student.

Overall summary/comment:

Dr. Grant Von Harrison presents a comprehensive approach for the use of student tutors in the classroom. He provides examples and explicit instructions of the type of training required to produce success. The course is well-presented with good technical quality and clarity of language. This material is appropriate for both preservice and inservice teachers -- particularly of the primary grades -- but could easily be expanded to include upper elementary and junior high students (as subjects of the tutoring process). Some community persons may object to Harrison's philosophy, the use of student tutors, or the continued use of "he" in reference to the student. However, most individuals would find the material very helpful and comprehensive in scope.